

Baulkham Hills High School

Annual Report



8464

Introduction

The Annual Report for **2017** is provided to the community of **Baulkham Hills High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Dr Jeanne Bathgate – Principal

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Message from the Principal

Baulkham Hills High School is an academically selective, co-educational high school situated in the north-western suburbs of Sydney. Entry into Year 7 is via an entrance examination which is conducted by the Selective High Schools and Opportunity Class Placement Unit of Department of Education. Entry into Year 8 to 12 is determined by the school and is based on evidence of consistent academic excellence at the applicant's former school. Placement into these years is dependent on a vacancy existing.

There are 83 members of the teaching staff at Baulkham Hills including the Principal, 2 Deputy Principals, 13 Head Teachers, Teacher Librarian, Careers Adviser, a Senior Psychologist, School Counsellor and 64 classroom teachers. Additionally there are 19 non-teaching School Administrative Officers. Five staff members retired during the year – Noelene Barkas, Heather Cavanaugh, Marilyn Schoonderwoerd, Sam Ursino, and Eric Van Loon. Mat Rafton achieved a merit position in another school on the mid north coast. All teaching staff meet the professional requirements for teaching in NSW public schools.

2017 was another year of significant success in so many ways. We continue to bring in new students at Year 9 level so that they can be nurtured according to our ethos. This helps them to develop strong attachments to the school as soon as possible. We again welcomed many new, younger teachers throughout 2017 and the future looks good however we need to take time to prepare these new staff for the challenges of the future.

Our main building projects throughout 2017 involved the construction of the new entry to the school. The project is funded by the school and the government under a scheme called 'Schools Renewal' and it is designed to improve the appearance of the entrance of the school but only extends to the point where members of the public first encounter our staff – hence the foyer and reception area improvements. To align with the upgraded front of A Block, the school funded the refurbishment of the entire administration building.

The school presented 205 Year 12 students for the 2017 HSC plus numerous younger students doing accelerated subjects. They gained a total of 778 individual course results in excess of 90%. In addition, 72 students (35%) appeared in the top all-rounders list for gaining over 90% in all their courses.

Our students again achieved outstanding results in many subjects. We placed 1st, 2nd and 4th in Korean Beginners; 2nd and 3rd in Japanese Continuers; 4th in Mathematics Extension 2; 6th in Visual Arts; 8th in Latin Continuers and Engineering Studies; 10th in Latin Extension and Engineering Studies and 17th and 18th in Biology.

The top ATAR of 99.95 was shared by five students. A further two students were a touch away on 99.9. Overall, the school had 59 students (29%) achieving ranks over 99. Over 72% achieved ATARs over 95, and 89% achieved ATARs over 90.

I also warmly recognise the many achievements of our students in the Support Unit. They have met many personal challenges and succeeded in the sporting field, the workplace, the classroom and socially. They are a most important

component of our school community.

Our P&C continues to strongly support the school by providing resources, hosting information evenings, enhancing the environment and developing a sense of community in our diverse school family. A stand out in 2017 was the third annual multicultural evening which brought together people from all backgrounds and celebrated our diversity through food and cultural performances. It was a great success. I commend the P&C committee and its president, Shiran Rajaratnam, for all their efforts in 2017.

Dr Jeanne Bathgate – Principal

Message from the school community

BHHS Parents and Citizens Association had a great year in 2017. We have continued to foster positive relationships between the school community and the staff of the School. We have also supported and helped the school where needed to enhance the learning experience of our students. The P&C meets regularly on the fourth Tuesday of each month during the school term at 7:30pm in the school library. These meetings are a great forum for all interested members of our school community to receive information, contribute ideas, discuss concerns and give feedback to members of the school executive.

Once again the highlight of 2017 was our Multicultural Food Fair held in November. This was a night of celebrating our cultural diversity, enjoying delicious food and being delighted by marvellous cultural performances. The school orchestra and the bands performed for us and many school students were able to showcase their talents on the night. It was wonderful to see the school community come together and celebrate with us. The Hon David Elliot, MP, Member for Baulkham Hills, opened the Fair and we had close to 2000 people come and join us in our celebrations.

The P&C would like to thank families for their ongoing support. Your payment of the P&C levy helped the P&C to give back to our wonderful school with the best interests of our children in mind. In 2017 the P&C continued to collect funds to upgrade one of the old science labs. We were able to allocate \$100,000 towards this. We now have a total of \$200,000 of the \$250,000 needed. Hopefully the P&C would be able to set aside the remaining \$50,000 in the first part of this year so that this upgrade to the science lab could be completed in 2018.

As well as this the P&C continued to support the school in the following

- Maintenance of the school environment with two Working Bees – we had over 150 people attend these working bees to help out
- Hosting the Year 7 Information Night
- Hosting the Year 12 Graduation Morning Tea for Year 12 students and their guests, catering for over 800 people
- Hosting the Teachers Thank You Breakfast
- Attended regional P&C meetings collaborating with schools in our area
- Hosting external and internal Guest Speakers at monthly P&C meetings
- Maintaining the P&C Planning Calendar
- Providing P&C Committee members for school projects
- Providing panel members for teacher and head teacher interview panels
- Organising Dr. Carmel Harrington "Sleep for HSC Success" Seminar for Year 10 and 11 students and an evening seminar for parents
- Organising the university entrance interview skills workshop for 2017 Year 12 students
- Continuing to support the debating and public speaking extracurricular classes through Masters Academy.

Another role of the P&C is to manage the uniform shop. This year P & C conducted a review of the uniform shops activities. As a result we were able to reorganise and streamline the running and management of the shop. In this regard the first ever independent stocktake was conducted. Two coordinators to run the uniform shop were hired in the second half of 2017. They are Hong Chen and Irish Lewis. I want to thank both of them for their dedication and tireless efforts in running the uniform shop smoothly. I can report that they have created a happy, friendly environment for our parents and students to come and buy uniforms. These efforts undertaken this year should see a significant increase in profits over the coming years which the P&C could use to further support the school. I also want to thank the many volunteers who come and help out. Thank you so much for your time and hard work. We would not be able to operate the uniform shop without our wonderful volunteers.

I would like to thank the following members of the P&C Executive for all their hard work and support in 2017:

- Vice President – Winnie, for her work for the Food Fair among many other things she did. She also spent several Saturdays selling free range farm fresh eggs to raise money for the P&C;
- Vice President – Chaminda, acting as a sounding board for me. Thank you to him and his wife Inoka who paid for and setup all the decorations for the teacher's breakfast;
- Secretary – Niroshni and Sau Wan, quietly working in the background getting all the minutes and emails done without me having to worry about it

- Treasurer – Helen, again someone working in the background getting all the accounts sorted, bills paid and squirreling the P&C money away so well
- Thanks also to Winnie, Chaminda, Helen and Thiru for the many hours of work involved with the uniform shop reorganisation. Special mention of Helen for many late nights going through the books trying to make sense of it all;
- All the other Executive members for all your help, ideas and suggestions to help run the P&C successfully last year – Cindy, Deepika, Doreen, Isaac, Jatinder, Jennifer, Jinyan, Jyothi, Kevin, Kit, Lina, Liza, Meera, Michelle, Nagaraj, Sharon and Thiru;
- Of these executive members I want to make a special mention of Jyothi, who spent many hours getting things organised for the stock take. She also spent many hours designing new order forms, policy documents, job descriptions, updating the website and working out processes to run the uniform shop;
- Cindy, for her work in coordinating the year 12 Graduation morning tea, this was a great success as she excelled in pulling the team together to get everything done well;
- Kevin, for his help in numerous ways whenever I called on him for assistance including taking over the running of the working bees.

We want to thank Mr. Iaconis for running the Italian stall at the food fair again this year and Ms. Sleight for the many after school hours she spent coaching the parents singing group. We would like to thank Dr. Bathgate, Mr Humphreys, Ms Clark, Bronwyn McNichol, Gail Cooper and all administration staff for their time and support in 2017 and we look forward to continuing to work closely with the school this year. I would like to specially thank Mr Humphreys for always being willing to comply with the many requests we make of him and for his time in helping the P&C. The P&C are extremely proud of the achievements of all students over the past year. Our Baulko students are growing into accomplished young people. We believe this is due to the ongoing encouragement from parents and the positive partnership between the parents, students and staff. We strive to continue working co-operatively with the school in 2018.

Shiran Rajaratnam – P & C President

Message from the students

Student Representative Council

At the start of 2017, 38 students filed into the TLC for our annual planning day, unsure of what to expect from the year ahead. 6 hours of icebreakers and 15 boxes of pizza later, we were given a glimpse into our potential as one cohesive body, as we unanimously agreed to build off the 2016 SRC's pursuit of a stronger school community. To achieve this goal, we decided to place particular emphasis on developing effective channels of communication between us and our students, teachers and parents.

As the SRC we coordinated many successful events throughout the year with our first test as a unit being the traditional Baulko Valentine's Day. However, with Ms Hann's guidance we were able to start the year off on a high.

As well as this, the SRC prides itself in its inclusion of the wider community, each year collaborating with charities such as the Leukaemia Foundation and CanTeen to support young Australians affected by cancer. However, 2017 marked a slight departure from previous years as we aimed to foster leadership skills within our younger members, by allowing Year 8 and 9 students to primarily run these successful initiatives. We had 9 students bravely shave their heads to raise a commendable \$8000 for the World's Greatest Shave in March.

During Term 2, as many grades began preparing for the dreaded half-yearly exams, the Year 12 SRC held our annual Trivia Night on the 17th May to improve school spirit while alleviating some of this stress. The Houlston Centre was filled with a record number of teams, and following many entertaining activities, the teacher's team was crowned the winners.

Terms 2 and 3 also saw the return of SRC's streetball and futsal tournaments, which sought to enhance school spirit and promote participation in extracurricular activities. The sportsmanship on display, as well as the encouragement for players from their supporting peers was extremely pleasing to see. Overall, the games ran very smoothly and provided a great opportunity for different grades to interact with each other in friendly competition.

Term 3 concluded with our main event – Spirit Week, which was based on the theme of “colour.” This was displayed through a student-designed T-shirt that was sold and worn throughout the week. Many other exciting activities followed, ranging from an extremely creative cake baking competition to a fun, food-filled “Carnival” on Thursday. The week came to a thrilling conclusion with Spring Fling on the Friday evening, where despite the chilly August weather, food stalls, dancing and fireworks made for a wonderful night.

Overall, 2017 was a year of growth for the SRC. Within our body, leadership skills were nurtured by allowing each grade to organise an initiative throughout the year. This in turn improved communication between the SRC and student body, as each grade's newfound confidence allowed them to more effectively voice the ideas and concerns of their peers, enhancing the Baulko school community.

Ganan Sritharan and Manisha Nagaratnam

School background

School vision statement

We are a diverse and dedicated learning community, where students are encouraged to be creative and innovative learners who are challenged to achieve their academic potential. As a community, we value perseverance, integrity, respect, responsibility, cooperation and fairness. We are committed to the wellbeing of our community. Students and teachers are inspired to be successful, life-long learners who achieve their personal best.

School context

Baulkham Hills High School is an academically selective, co-educational high school situated in the north-western suburbs of Sydney. It has approximately 1200 students enrolled, including a support unit for students with autism/mild/moderate intellectual disabilities. 94% of students are from non-English speaking backgrounds.

Entry into Year 7 is via an entrance examination which is conducted by the Selective High Schools and Opportunity Class Placement Unit of DEC.

Entry into available places in Years 8 to 12 is determined by the school and is based on evidence of consistent academic excellence at the applicant's former school.

Staff are experienced and committed. A strong emphasis is placed on academic excellence within a broad curriculum. Other focus areas include an extensive co-curricula program and the development of social responsibility.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Learning – The results of this process indicated that in the School Excellence Framework domain of Learning, **BHHS is Excelling**

Learning Culture. As a top performing selective school the school culture demonstrates the building of educational aspiration and ongoing performance improvement across the whole community. The school is a diverse and dedicated learning community, where students are encouraged to be creative and innovative learners who are challenged to achieve their academic potential. This is demonstrated through the TTFM surveys completed by students, staff and parents. It is also made clear through both internal and external data. Student involvement in extra-curricular and co-curricular activities highlight the varied nature of the school culture which, in turn, impacts on the learning culture.

Wellbeing. The school has in place a comprehensive and inclusive Wellbeing Framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students. This is evident through the case management structure working to develop the capacity and skill set of the wellbeing team, increasing student awareness and capacity in relation to mental health and providing structures and support to react to students requiring additional emotional support.

Curriculum and Learning. BHHS has an extensive, broad curriculum including an acceleration program for Stage 5 and Stage 6. In a selective high school it is essential that all programs include specific strategies to engage gifted and talented students. At BHHS there is also a Support Unit for students with learning disabilities and their curriculum has to be differentiated to allow them to cope with a Life Skills curriculum. RAP data is used to finetune programming and outside expertise is brought in when needed to meet student needs.

Assessment and Reporting. The school has developed explicit processes to collect, analyse and report internal and external student and school performance data. This is shared with executive and wellbeing teams to inform teachers about student's current progress. Both Maths and English have additional periods in the timetable to allow for additional

support. School Assessment Policy is clear and distributed to parents and students. NESA procedures are made very clear to senior students.

Student Performance Measures. The students enter the school already achieving at a very high point. On top of this the school achieves excellent value-added results which is evidence of the strong learning culture in the school. SEF data and external data (HSC) show that the school performance in academic testing is excellent.

Teaching – The results of this process indicated that in the School Excellence Framework domain of Teaching, **BHHS is Excelling**

Effective Classroom Practice. As a school that excels our teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. This is demonstrated through the large number of staff who undertake HSC marking, as well as the induction program and mentoring program. Staff have been trained in Growth Mindset approach and mini-COGE.

Data Skills and Use. The school excels in the use of data to inform future school directions. NAPLAN and RAP are used extensively to better target problem areas. TTFM surveys are used to identify satisfaction and mood in the school. School performance data is regularly shared with staff by HT Administration.

Collaborative Practice. Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. (Sustaining and Growing)

Learning and Development. The school evaluates professional learning activities to identify and systematically promote the most effective strategies for staff learning and improvement. Teachers draw on and implement evidence-based research to improve their performance and development.

Professional Standards. The teaching staff demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence-based teaching strategies. PDPs are shared with colleagues and classroom observations are built in to the normal round of professional development.

Leading – The results of this process indicated that in the School Excellence Framework domain of Leading, **BHHS is Excelling**

Leadership. Strong leadership is evident through the work of the executive (3 senior and 14 HT) as well as the teachers, the students and the parents. All show advanced leadership skills to bring about improvement in learning outcomes and the learning culture of the school. High expectations are evident in all communications with staff and students.

School Planning, Implementation and Reporting. The School Plan is used to direct all SDDs and associated professional learning. Student learning is at the core of everything we do. The Literacy initiative made use of RAM funds to target an identified weakness in NAPLAN Writing. The results were excellent with 26 out of 27 students achieving at or above Band 8. Faculty evaluations are held twice a year and have been significant in bringing about improvements in processes and programs.

School Resources. The school is well funded by its families who mostly pay fees and contribute to a Building Fund. It has allowed the school to self-fund numerous facilities improvements which has contributed to the positive learning environment. Facilities are well maintained and used by the local community for sporting or musical purposes thereby raising funds for the school. Extra staffing is targeted at areas of need, eg tutoring for Year 12.

Management Practices. The management practices, structures and processes at BHHS are clear, well understood and critical to the safe and effective operation of a school with over 1200 students and over 100 staff, within the dictates of DoE and NESA. An increase in younger teachers has led to an openness and willingness to share ideas and work collegially. By building leadership capacity the school is ensuring that corporate knowledge is not lost through retirements and promotions.

External Validation Results

The results of this process indicated that **in the three domains of Learning, Teaching and Leading that the school's self-assessment was consistent with the evidence presented and is validated using the School Excellence Framework.** Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-g>

Strategic Direction 1

Student Learning

Purpose

Students learning needs are catered for individually. They are provided with a broad, challenging curriculum – for both gifted and talented students, and those with special needs. Students are supported in learning life-long skills. As a consequence, students will be

- successful, dynamic and proactive learners, who are confident, critical and creative individuals, and who are active, informed citizens;
- provided inclusive opportunities to actively participate and challenge themselves in the broad range of experiences offered by the school.

Overall summary of progress

In terms of Student Learning, the focuses for 2017 have resulted in

- KLAS developing high quality programs and teaching and assessment practices that embed the QTF and the Australian Curriculum general capabilities;
- teachers designing programs using evidence based teaching practices and teachers developing learning experiences that specifically meet the learning needs of G & T students;
- a targeted Literacy program to improve targeted students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased use of internal student performance data (e.g. Faculty evaluations)	Nil	Increase percentage of staff using RAP
Targeted support of lower academic 5% via mentoring program	Incorporated in school timetable	Students identified and mentored. Results indicate the "tail" is reducing.
Increased use of external student performance data (E.g. RAP, NAPLAN, SMART) and BI data reports (e.g. Value-added, Attendance, Attainment of Equity Groups, HSC Curriculum Report)	Nil	Focus on attendance concerns of targeted senior students – close monitoring by classroom teachers and Head Teacher Administration.
Student uptake of BYOD increased by 20% annually.	Nil	BYOD is now throughout the school.

Next Steps

- Implementation of targeted literacy program to support students in Years 9 and 10.
- A focus on gifted and talented education through professional learning and KLA programs.

Strategic Direction 2

Staff Learning

Purpose

All staff receive current, best practice professional learning and development to support and empower them to implement both challenging curriculum and quality learning environment appropriate to meet the needs of all students.

Overall summary of progress

In terms of Staff Learning, the focuses for 2017 have resulted in

- the development and consistent use of professional learning plans across all teaching staff;
- teachers participating in ongoing training to integrate technology into learning and assessment;
- staff developing a deeper understanding of the use of technology to support and enhance student wellbeing learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Professional learning evaluation data.		MyPL was "down" for a long time, making evaluation. Feedback was patchy.
An increase of 10% in staff accessing and participating in professional development (e.g. MyPL data)	\$88116 available in SBAR	Overall increase in professional learning in 2017 – used external providers, train the trainer, online options.
Teacher Accreditation (e.g. % with lead accreditation)		All staff proficient at end of 2017 (apart from small number of beginning teachers)
Induction programs and mentoring for beginning teachers.	Release from class inbuilt in timetable. \$79132 in budget.	Induction program conducted. All beginning teachers have mentors.
Teacher professional development plans (e.g. PDPs and classroom observations)		All staff have PDP and take part in lesson observations with peers.

Next Steps

- PDPs developed for SASS staff
- Staff develop a deeper understanding of use of technology to support and enhance student learning.



Strategic Direction 3

School Culture and Community

Purpose

A school community working in a system of values, building school pride and a culture of success, with a clear focus on student and staff wellbeing and resilience.. As a consequence, students will

- develop a social conscience and gain an appreciation of global citizenship;
- be members of an active and consultative community which will contribute to decision making;

Overall summary of progress

In terms of School Culture and Community, the focuses for 2017 have resulted in

- the implementation of a whole school approach to wellbeing using Growth Mindset and Mindfulness as a foundation;
- increased community involvement across school events.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Internal student surveys and Tell Them From Me surveys	Survey monkey tool – \$300 Tell Them From Me Survey	Conducted Term 2. Year 7 surveys conducted re Camp and Orientation Week.
Student merit system evaluated		Not completed. To do in 2018.
Extra-curricular activities (numbers offered and participation rates)	Nil	Many activities after school, plus over 300 variations to routine (excursions).
Increased involvement of school community in BHHS.	Most resources were donated.	Definite increase – multicultural night and working bees.

Next Steps

- Implementation of a whole school approach to wellbeing using Growth Mindset and mindfulness as a foundation.
- Review of merit system.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1305	Minimal – extra SLSO time.
Low level adjustment for disability	\$91951	0.4 staffing Added to EALD funds to support literacy teacher.
Socio–economic background	\$19601	Used for Student Assistance program
Support for beginning teachers	\$79132	Very effective program.



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	706	691	685	696
Girls	505	515	521	514

Student attendance profile

School				
Year	2014	2015	2016	2017
7	98.3	98.4	98.2	98.3
8	97	97.8	97	97.7
9	98	96.7	96.7	96.9
10	96.2	97.5	95.3	96.5
11	96.3	96.9	96.2	95.6
12	96.8	96.3	93.1	95.3
All Years	97.1	97.2	96	96.7
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	0
TAFE entry	0	0	0
University Entry	0	0	99.99
Other	0	0	0
Unknown	0	0	0.01

In 2017 one student was accepted as a cadet at a major financial firm and began their employment and part time University studies in February. No mainstream students left the school to undertake full time employment, TAFE studies or courses at Private Study Institutions. A small number of students chose interstate or international universities for their studies with one student being accepted into Oxford University in the United Kingdom.

Of the 205 students who graduated from Year 12 who were offered places in undergraduate university programs in NSW/ACT the most popular degrees were double degrees in which students can cover two curriculum areas, graduating with two degrees. The most popular combinations of curriculum area involved the study of Engineering (39, plus 10 single Engineering degrees), Law (23), Commerce (19) and Actuarial Studies (15). The new University of Sydney double degrees in 'Advanced Studies', which give students access to a wide pool of majors from across different faculties as well as access to post-graduate units of study, were very popular. This is likely a response from students to their increasing knowledge about the changing nature of 21st century careers, in which being broadly educated and multi-skilled will be an advantage.

Overall the greatest percentage of students elected to study the fields of Health Sciences/Medicine, Actuarial Studies, Commerce/Economics, Science and Engineering.

Health Sciences attracted a significant number of students undertaking studies in this field which includes Physiotherapy, Optometry, Radiography, Dentistry and other Allied Health areas. The University of Sydney and University of New South Wales were the favoured venues for this area of study. Students also chose, Charles Sturt, Macquarie, Newcastle and Wollongong Universities for their studies.

The study of undergraduate Medicine was again significant within the cohort – 9 at UNSW, 3 at University of Sydney, 2 at WSU and 2 at Newcastle. The applications to study Medicine were again very high, however the competitive nature of the programs (UNSW had around 3,000 Australia-wide applications for less than 200 places) and the compulsory UMAT exam, which is a psychometric profiling assessment, meant that many students were not successful. Several turned to other options in the field of Health Sciences, including Pharmacy, Physiotherapy and Optometry, which are perfectly viable alternatives.

The University of NSW and University of Sydney continue to attract the majority of our students, with UNSW enrolling 102 students across 10 curriculum areas and USyd 77 students across a similar breadth of study areas. This was rounded out with places at (alphabetically) ACU, ANU, Charles Sturt, Macquarie, Newcastle, UTS, Wollongong and WSU.

A great number of scholarships were offered to our students to support their studies. At UNSW, where the highly valued Co-op Scholarship Programs allow students to begin their career development by

integrating work placement into their university studies and engaging in leadership-based activities, three students gained places. This is up from last year in this highly competitive scholarship; fewer than 15% of applicants, which are Australia-wide, gain a place, so this is a pleasing result.

Scholarship applications were consistent in 2017 with many students applying for a variety of scholarships offered within the University systems. Many students gain scholarships automatically due to their high ATAR results and others gain them due to applications based on their exceptional skills and experiences. The value of making the effort to apply is not only financial assistance but the opportunity to gain valuable work experience and the essential 'soft skills' that so many future employers seek in the 21st Century. The new USyd Dalyell Scholarships were popular with our students.

Please note – The data used in this report is supplied by UAC (University Admission Centre), and is subject to the student actually enrolling in the course they were offered. BHHS always attempts to keep in contact with students through professional social media sites such as LinkedIn.

Year 12 students undertaking vocational or trade training

3 students from BHHS Support Unit undertook vocational or trade training during 2017.

Year 12 students attaining HSC or equivalent vocational education qualification

4 students attained HSC or equivalent vocational educational qualification.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	0
Head Teacher(s)	13
Classroom Teacher(s)	63.7
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.4
Teacher Librarian	1.2
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	18.77
Other Positions	1

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. There are two members of staff that have identified as being of Indigenous background.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	27

Professional learning and teacher accreditation

Staff development takes place on school professional learning days, staff and faculty meetings, and at additional times within and outside of school. All staff have been involved in professional learning activities throughout the year including mandatory training in Child Protection, Anaphylaxis, Emergency Care and CPR Training. All staff members are able to apply for professional learning funds to support individual professional learning plans as completed by all staff each year.

The first school development day focused on an overview of BHHS School Plan and Milestones for 2017, and also particular focus on School Excellence Framework and External Validation (which BHHS completed in 2017). Head Teacher Administration Nigel

Simmons lead a presentation on Analysis of HSC results from the previous year, leading to goal setting for 2017 and beyond in terms of student performance.

There were specific sessions for new teachers to BHHS and for staff who would be working with Support Unit students in various subject areas during the upcoming year. Faculty time focused upon preparation, planning and implementation of the new Australian Curriculum, and development of the Performance Development Plans (PDP) by all teaching staff.

The focuses for the second school development day included sessions on the School Excellence Framework and Growth Mindsets. Staff also contributed to External Validation preparation. There was also a session on Mindfulness for staff.

The school development day at the start of term three included professional learning for staff as regards new syllabuses and NESA updates. There was also a follow up session on Growth Mindsets. Across all Staff Meetings, "Baulko Book Club" was introduced – to advertise and encourage professional reading by staff. Staff members shared with colleagues books they had read that may be of interest in the education sphere – these books were made available in the professional reading library for staff.

Two staff undertook professional learning in the education of gifted and talented students in the context of Baulkham Hills High School. Teachers were given the skills to select and implement a variety of teaching strategies that recognises and celebrates giftedness and talent, identify underachievement, and applying strategies in teaching programs. As a result of this professional learning staff gained a Certificate in Gifted Education from UNSW School of Education.

The new and expanded process of faculty evaluation continued in 2017. The Visual Arts, Music and History Faculties were evaluated, with panels consisting of staff from both BHHS and external high schools. The process and outcomes were explained and discussed. Key focus areas included Teaching Practices, Teaching Programs, Student Attitudes and Resources.

BHHS completed 4 extended staff meetings during the year in lieu of the final two days onsite. The focus for these meetings included staff training in Sentral (online whole school data management); continued training, focus and development of staff and students in Growth Mindsets; up skilling of staff in Technology use in the classroom, maintenance of accreditation training; student wellbeing training led by guest Collette Smart; and mandatory e-learning (including Executive training in SCOUT and Corruption Prevention in Public Schools and CPR workshops).

Fifty seven teachers participated in Professional Learning activities in 2017 comprising courses based on school welfare, technology, accreditation, faculty specific, leadership and literacy. Average expenditure per teacher was approximately \$525. The total school expenditure on professional learning in 2017 was \$54116.

There are 33 teachers at BHHS accredited or working towards accreditation under Australian Professional Standards for Teachers. 3 staff are working towards accreditation (currently at Provisional level), and 28 are accredited at Proficient level.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	1,602,152
Revenue	13,347,275
Appropriation	11,420,225
Sale of Goods and Services	390,393
Grants and Contributions	1,506,812
Gain and Loss	0
Other Revenue	0
Investment Income	29,845
Expenses	-13,210,427
Recurrent Expenses	-13,210,427
Employee Related	-10,881,304
Operating Expenses	-2,329,124
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	136,848
Balance Carried Forward	1,739,000

The BHHS financial process is overseen by the Principal, who leads the school's Finance Committee. The school employs a bursar, who, along with key SASS employees, monitor the day to day finances of the school in liaison with senior executive.

In 2017, the school completed the upgrade of the Administration Block and school entrance. The refurbishment of old Science labs is planned for late 2017, with the cooperation of the school's P & C Association.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	9,907,160
Base Per Capita	191,274
Base Location	0
Other Base	9,715,885
Equity Total	128,953
Equity Aboriginal	1,305
Equity Socio economic	19,601
Equity Language	16,096
Equity Disability	91,951
Targeted Total	1,061,027
Other Total	240,992
Grand Total	11,338,132

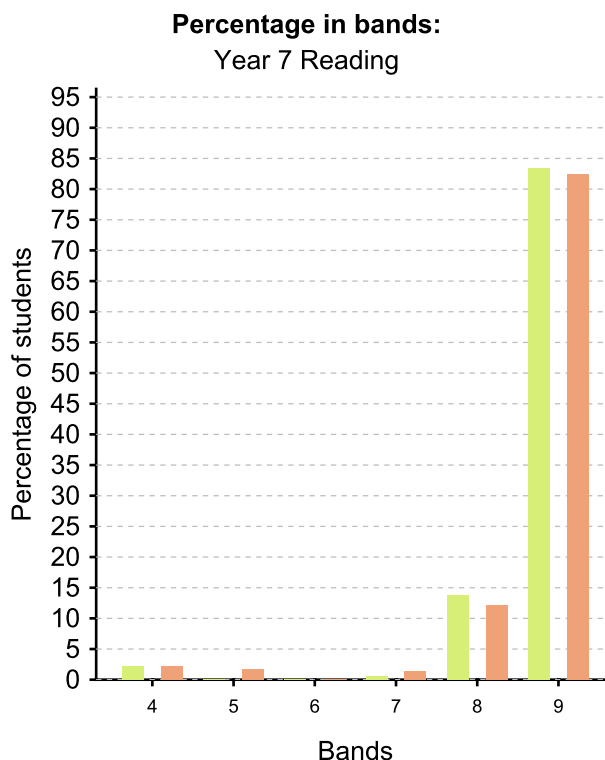
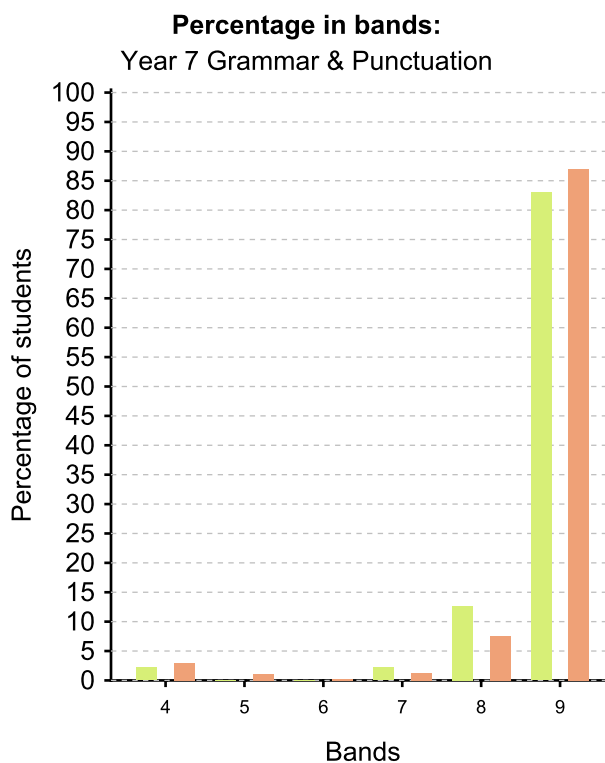
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

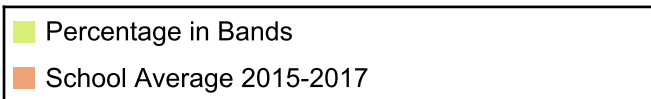
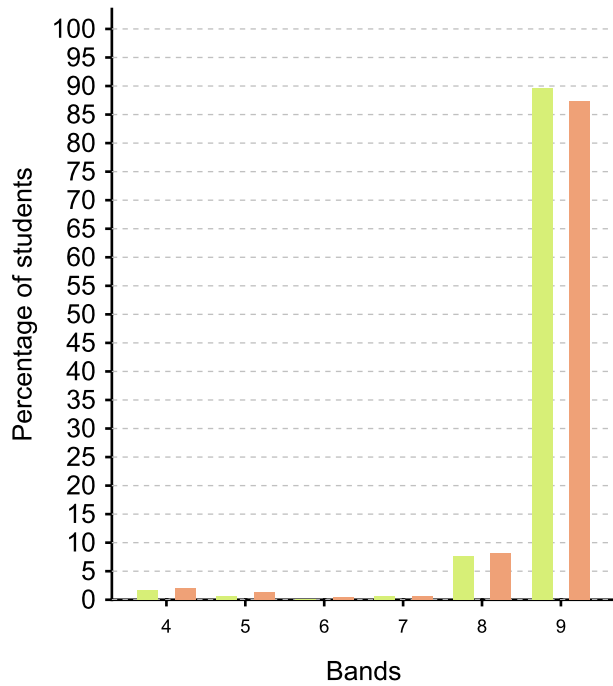
School performance

NAPLAN

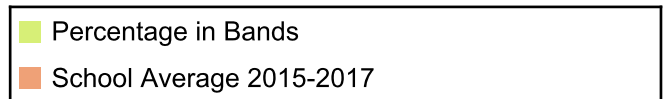
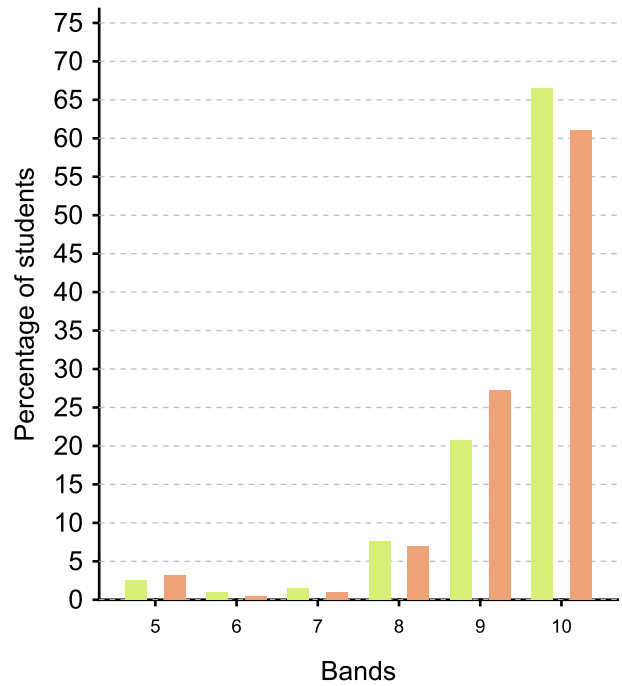
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



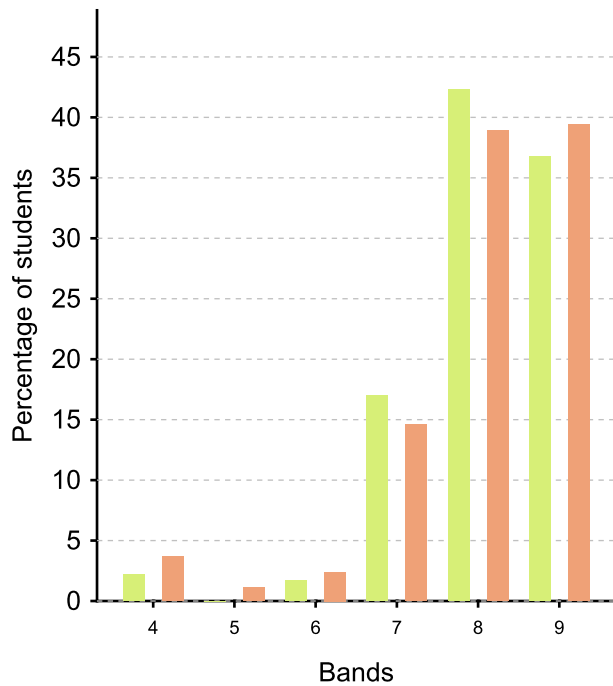
Percentage in bands:
Year 7 Spelling



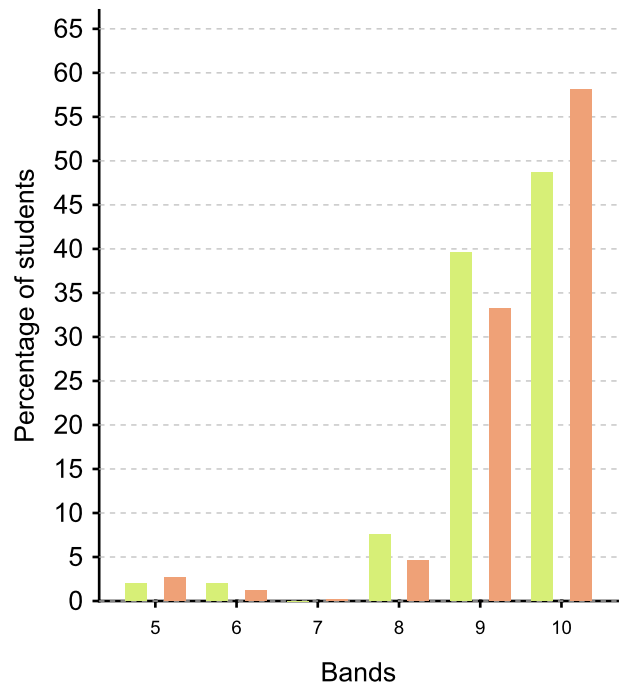
Percentage in bands:
Year 9 Grammar & Punctuation



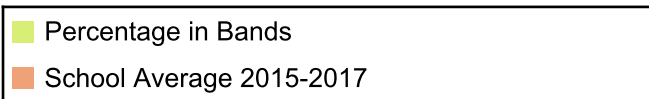
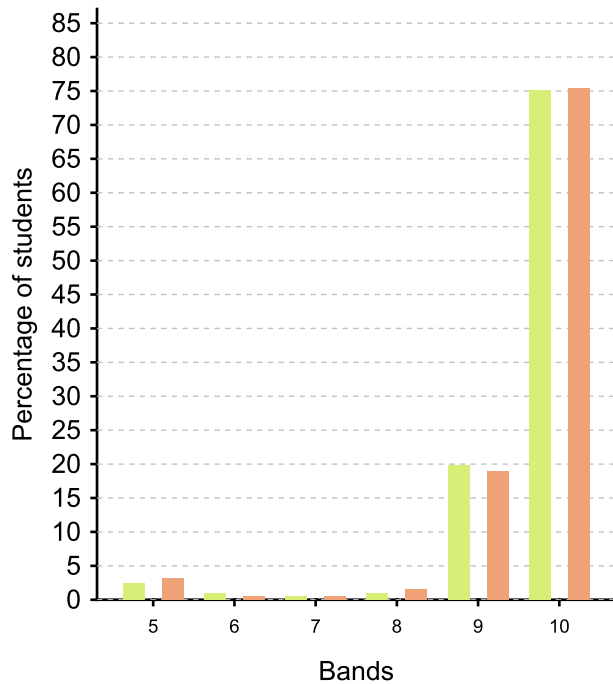
Percentage in bands:
Year 7 Writing



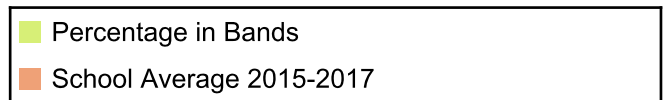
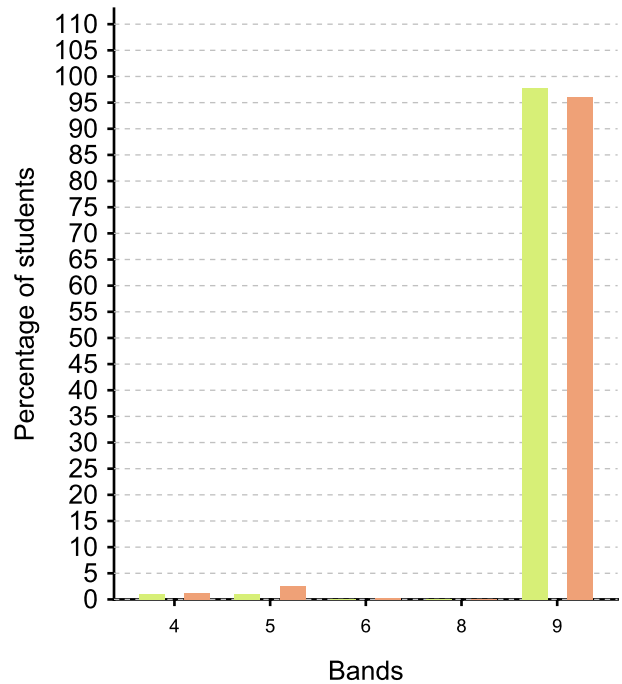
Percentage in bands:
Year 9 Reading



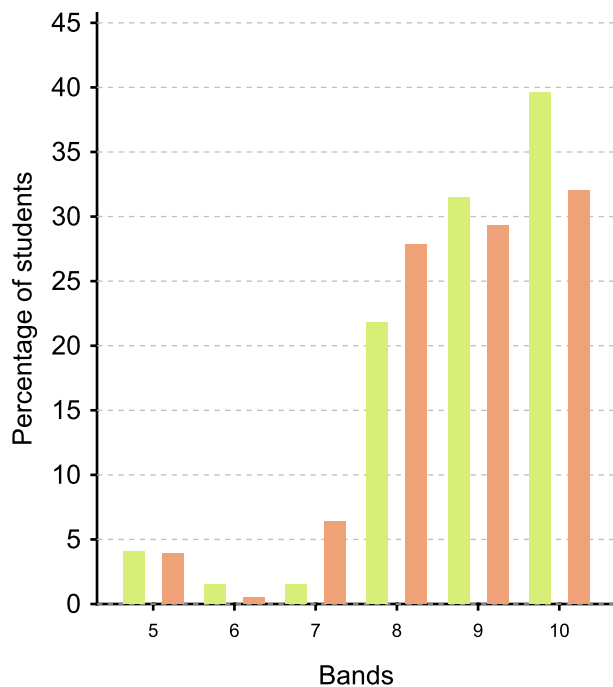
Percentage in bands:
Year 9 Spelling



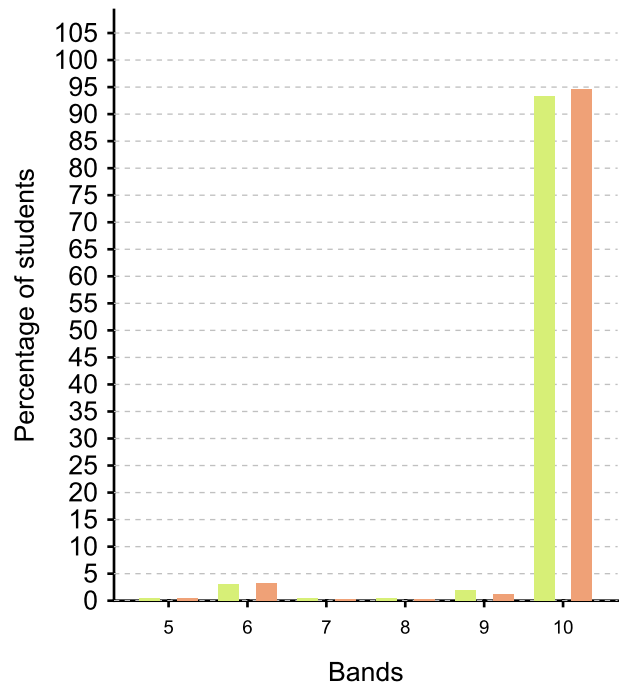
Percentage in bands:
Year 7 Numeracy



Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Note – BHHS support student data who completed NAPLAN are included in whole school results.

No Aboriginal students completed NAPLAN in 2017.



Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	89.1	84.2	68.1	88.4
Biology	91.8	85.4	70.9	89.3
Business Studies	89.2	84.6	68.2	88.7
Chemistry	87.2	83.5	72.1	87.9
Economics	89.8	84.0	73.6	87.4
English (Advanced)	89.8	84.7	77.6	89.3
English Extension 1	87.5	86.0	84.0	88.7
English Extension 2	81.0	82.3	81.2	81.8
Geography	87.0	84.0	70.7	85.2
History Extension	91.1	85.4	81.7	91.1
Japanese Continuers	94.8	89.3	87.7	93.0
Latin Continuers	93.8	0.0	93.8	88.1
Latin Extension	94.4	0.0	94.4	88.6
Legal Studies	89.8	86.8	72.1	89.3
Mathematics	94.3	87.1	73.2	92.2
Mathematics Extension 1	93.7	88.2	81.0	92.7
Mathematics Extension 2	92.4	86.2	83.1	91.2
Modern History	87.5	86.4	69.6	87.9

Music 2	91.4	91.1	88.6	90.5
Personal Development Health and Physical Education	85.7	84.3	67.7	86.0
Physics	87.4	82.6	70.4	87.5

Careers Education

Career Education is an integral part of the school's commitment to the Future Pathways policy of Department of Education and as such works within the framework created by the School Plan.

In Year 10, students undertake a weekly Career Education class. The curriculum of this course is based on making appropriate vocational choices and establishing an awareness of the necessity of making informed decisions based on valid information and personal planning.

Integral to career guidance is an online Personality Profile Assessment which BHHS subscribes to in order to assist Year 10 to develop an awareness of the role that their behaviour strategies play in assisting them to prepare for the future and the ever changing nature of work and the workplace. The website also offers parents an extensive range of support resources to enable a holistic approach to career guidance.

In 2017, Work Experience continued undertaking a directional change inline with the continuing demand on employers by Universities and TAFE to obtain work experience for their students as well as the demands of legislation related to workplace safety and child protection. This meant that Year 10 was offered the chance to undertake an optional placement at a time that suited both the school and the potential employer. This allowed the school to determine the suitability of the work being observed as well as the employer being able to offer them a meaningful experience at a time when they could give their full attention to achieving the best possible outcomes for all parties. For these reasons, work experience placements sought by students increased dramatically and: 40 Year 10 students, 20 Year 11 students and 10 Year 12 students commenced placements.

Students in Years 11 and 12 are given the opportunity to undertake Work Placement if they are able to find a position appropriate to their career plans and academic aspirations. Through this it is hoped that the information they gain from their experience will guide them towards suitable future choices both in subject selection for senior school or for University courses. Several students were able to attend placements in the private medical, legal and financial sectors with positive outcomes in assisting with their future planning. Places in public medical institutions were available in 2017, but places were limited to 6 from each school, due to poor funding and resourcing, however some students were able to acquire placements at private medical and research facilities with the assistance of the Careers

Adviser.

Senior students are offered individual counselling with the Careers Adviser to further assist them in preparing their post school options. All senior students are invited to attend both internal and external career planning activities which include guest speakers, university visits, leadership seminars, career information forums and consultation with former students and University Advisers.

Students are able to make use of the Careers Adviser to help them prepare written CVs and resumes suitable for university scholarships and cadetships with the private sector.

Each year a Post-School Destination survey is conducted to allow the Careers Adviser to provide relevant information to current students and their families on the various avenues that previous students have followed. This provides us with valuable information to inform us about our students' needs which assists in the planning of future events and programs.

English

Students continue to perform strongly in Advanced English with 60% of our students gaining a Band 6 result compared with 15.2% across the state; the school mean being 8.5% above the State's. In the Extension 1 course, 41.4% of students achieved a result in the highest Band as compared with a state result of 30%; the school mean being 2% above that of the state. In Extension 2, 100% of students gained a mark in the top two Bands. Drama results were also commendable, with 100% of our students gaining the top two Bands and having the school mean 8.5% higher than that of the State. One of our Drama students was selected for HSC Drama On Stage showcase.

History

History students continue to achieve outstanding results. In Ancient History, 100% of the cohort achieved the top Bands while the State was 37%. In Modern History 90% of the cohort achieved top Bands while the State was 38% and in Extension History 100% of our students achieved the top Bands. Our new course, Studies of Religion II (which is studied in Years 9 and 10 as an accelerated course) gained excellent results with 86% in the top Bands compared to the state of 45%. All the Year 10 students gained the top Bands which is testimony to the ability of these students who were up against Year 12 students in the State. These excellent results prepare our students for the rigours of any tertiary studies and our Year 10 students have now completed one HSC course.

Languages

Students have enjoyed success in the range of modern and classical language courses offered by the school. 2017 saw students sitting the HSC in Japanese, Japanese Extension, Korean Beginners, Latin, Latin Extension, Classical Greek and Classical Greek

Extension. French has been reintroduced in the Preliminary year and students will be completing the HSC course in 2018.

The 2017 HSC results in Languages were outstanding with students achieving a number of state places. Students achieved first, second and fourth places in Korean Beginners, second and third places in Japanese Continuers, eighth in Latin continuers and tenth in Latin Extension.

Languages students have continued to benefit from in a range of extra-curricular activities. In the Korean Writing Contest one student won the Grand Prize and another first prize. A team of students from Baulkham Hills gained the top place in NSW in the annual OzCLO linguistics competition, progressing to the National Finals in March.

During the year visits to the school by students and teachers from Konosu (north of Tokyo) and Meiwa (in Nagoya) schools encouraged cultural exchange through a homestay programme with host students. They also attended classes together and participated in a number of cultural activities. In alternate years students from Baulkham Hills have visited these Japanese schools.

Over the summer break a number of students also participated in the Latin Summer School hosted by the University of Sydney and supported by the Languages staff.

Mathematics

Mathematics students in all courses achieved exceptional results. Overall these results are the best we have ever received with 82% of our students achieving a merit mention (above 90% in the course). In Mathematics Extension 2, the mean examination mark for our students was 93%. From our total of 98 students who sat the course, 76% of them achieved the highest Band of E4 (compared to 34% of the state) with all 100% of our students achieving in the two highest Bands. Dineth Fonseka was ranked fourth in the state in Mathematics Extension 2.

Students who sat for Mathematics Extension 1 also achieved an excellent set of results. The mean examination mark for Extension 1 was 93%. The percentage of our students that achieved the highest Band (E4) was 83% compared to the state percentage of 38. Furthermore, all students received a result that was in the top two Bands.

In 2 Unit Mathematics, 88% of all candidates achieved a Band 6, compared to only 23% of the state. All students achieved a Band 5 or 6, compared to only 53% of the state candidature.

Furthermore, students continued to participate and excel in a range of competitions and experiences. Of particular note is James Bang who was selected as a member of the Australian team in the International Mathematical Olympiad team in Rio de Janeiro in April.

Music and Visual Arts

Visual Arts and Music courses at the school continue to provide students with very enriching cultural and academic experiences across all years.

The 2017 HSC results were outstanding. One student obtained sixth place in the state in Visual Arts while the majority of students obtaining Band 6 in their Visual Arts, Music 2 and Music Extension courses. This included a number of accelerated students completing the HSC Music 2 course in Year 10.

Two students were selected for consideration for *Encore*, representing the best of HSC Music performances and one was chosen to perform in *Encore*. Two were shortlisted for *Artexpress*, the HSC Visual Arts exhibition of outstanding artworks and one hung in the final exhibition.

Community involvement has continued to be a great strength of the department with Music students performing at a variety of events for the council, schools and local community groups. The extensive Band program continues to enhance the musical education of students across all years. In 2017 the Senior Band won the gold medal at the NSW schools Band Festival. The Band's annual tour also saw them travelling to Europe where they were able to enjoy performing and participating in a range of musical workshops and other culturally enriching experiences.

An ongoing series of year-based art exhibitions showcased the talents of Visual Arts students in the second half of 2017. Three students were also successful in gaining entry into the National Art School Intensive Studio Practice program and two attended the annual Dobell School held at the NAS. Across Music and Visual Arts students also participated in a number of excursions throughout the year to venues including the Opera House, Art Gallery of NSW and MCA in support of their studies.

PDHPE

Students in PDHPE continued to do exceptionally well in the 2017 HSC. Our students continued to achieve outstanding results, with 84% of students scored Band 6 or Band 5.

One of the highlights in PDHPE is for Year 7 students to have the opportunity to participate in the BHHS Swim School, at Waves Aquatic Centre. All students underwent an enjoyable 4 day program to work on their swimming skill development and lifesaving techniques. This also incorporated Year 10PASS students as their swimming instructors, where students actively participated and demonstrated their coaching ability by working with the Year 7 and 8 students. The annual excursions for the PDHPE faculty include both the Year 11 PDHPE Ski Trip, where we again ventured to Perisher and Smiggins for three days of excitement on the slopes. Our other annual excursion is for Year 10 PASS students to Nelsons Bay to experience SCUBA diving. The conditions were fantastic for both trips, and all students got the chance to experience new surroundings, as well as learn new skills, which made both trips unforgettable.

We also developed our resources, including an upgrade PE facilities with a new irrigation system to ensure the school ovals are in top condition year round, as well as an audit of all equipment to ensure our students can use the best learning resources during PE lessons to help achieve their best and enjoy all forms of physical activity. We have broadened our support for students to develop and enhance their skills in a variety of sports, with training sessions available for Junior Netball clinics, Runfit, as well as our traditional sporting teams, such as Volleyball, Soccer, Cricket, Touch Football and Basketball.

Science

Results in Biology, Chemistry and Physics remained very strong with two students attaining State Rank, (Biology, 17th and 18th). There was an overall improvement in the number of students obtaining Bands 5 and 6 across all disciplines, with all candidates in Biology gaining a Band 5 or 6.

Subject	% Band 5	% Band 6	Total %
Biology	31	69	100
Chemistry	57	36	93
Physics	46	44	90

Student candidature in Physics (107) and Chemistry (123) and Biology (42), reflects continued strong interest in these subjects throughout the cohort.

Students also excelled in Olympiad competitions gaining gold, silver and bronze medals, and representing Australia at international levels across a number of disciplines.

2017 also saw the continuation of The Future's Project for the fourth consecutive year conducted in partnership with The King's School, Sydney University and local businesses. Several students were involved in this project, and were able to publish their findings in scientific journals. Students were highly commended for their commitment and research skills which were highlighted at the annual presentation held at The King's School late in 2017.

Social Science

The standard maintained across all the Social Sciences courses in the Higher School Certificate remains impressive. 63% of students, who completed the Economics course, including Year 11 accelerated students, achieved an outstanding Band 6 compared to the State's average of 14%. The 2017 HSC Legal Studies students also achieved exceptional results, with 60% of the candidates attaining a Band 6 compared to the State's average of 13%. The results of our Business Studies students were also very strong with 59% achieving in the highest Band compared to the State average of 8%. In 2017, all of the students completing the HSC Geography course were Year 10 Accelerants and they achieved a fine result with 40% achieving Band 6 compared to the State average of 8%.

Students participated in a range of enrichment activities such as the Law Societies Mock Trial competition, Mock Mediation competition, Western Sydney University Kirby Cup Mooting competition, University of New South Wales Economics and Business Studies Competition, and the Australian Geography Competition.

In 2017, our academically gifted and talented students' learning experiences were further supplemented and enhanced with excursions and fieldwork. The places visited included The White Bay Precinct, Penrith Lakes, Luna Park, Featherdale Wildlife Park, Parramatta Local and District Courts, the Police and Justice Museum, NSW Parliament House, Customs House, Pyrmont, ELC HSC Economics Conference, Long Reef, Bicentennial Park, Marriott Hotel Circular Quay, Cabramatta, Nan Tien Temple, Palm Beach, Rouse Hill, the Museum of Contemporary Art, the Art Gallery of NSW, and Eric Mobbs Reserve. Students also participated in incursions involving presentations by speakers from Parramatta Legal Aid, Castle Hill Police and the Commonwealth Bank.

Support

The Support Unit at Baulkham Hills High School has 63 places. It has two classes for students with Mild Intellectual Disabilities, two classes for students with Moderate Intellectual Disabilities and one class for students with Autism Spectrum Disorder. In 2016, six students graduated from the Support Unit

.One student was successful in gaining NDIS funding for post school support. Five students were successful in gaining TVET qualifications in a range of courses in the Retail, Automotive, Plumbing and Construction fields.

Technology

The Engineering Studies students achieved very good results in the 2016 HSC. The class obtained an overall exam mean of over 90% which was almost 15% higher than the state mean. It was pleasing to present the largest class in over a decade for this year's HSC with two thirds of the students gaining a Band 6 result and all students achieving a mark above 80%.

The students in Software Design and Development performed at a high standard achieving an exam mean of 90.26% which was almost 16% above the state mean. Over 70% of the students gained a Band 6 while all students achieved a HSC mark above 85%. The students were motivated, engaging in advanced programming tasks, and their overall results placed SDD 4th amongst all subjects within our school based on the state versus school exam mean.

The first combined Year 12 and Year 10 accelerated class completed the Design and Technology course in 2016. While the students worked very hard on their Major Design Projects they found the course quite demanding and the overall results were below expectation. The class achieved an exam mean a little above the state exam mean with 40% of the senior

students gaining a Band 6 and the Year 10 accelerated students all achieved a Band 4.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

Visual Arts and Music Evaluation

Terms of reference for the Visual Arts and Music Evaluation were

- Teaching Programs, and
- Teaching Practice.

The Evaluation Panel consisted of a Deputy Principal, a Music teacher from another school and two other BHHS Head Teachers. Data was gathered via staff, parent, and student surveys and interviews. A broad range of findings were included in the final evaluation report, which included successes and recommendations in the two areas of the terms of reference.

History Faculty Evaluation

Terms of reference for the History Faculty Evaluation were

- Teaching Programs
- Student Attitudes, and
- Resources.

The Evaluation Panel consisted of two Deputy Principals, a Head Teacher from another high school, and two other BHHS Head Teachers. Data was gathered via staff, parent, and student surveys and interviews. A broad range of findings were included in the final evaluation report, which included successes and recommendations in the three areas of the terms of reference.

Tell Them From Me Survey

Tell Them From Me is an online survey system that assists schools capture the views of students, teachers and parents. The Tell Them From Me surveys provided insight into student engagement and wellbeing, and the impact of teaching practices at the school, from the perspective of students, teachers and parents. Data collected from the survey responses was compiled into reports for school leaders. The reports provide information that has assisted the school in the annual planning and reporting activities, by helping to identify emerging issues, and plan for improvement.



Policy requirements

Aboriginal education

The school is committed to educating the students who come from many different ethnic backgrounds about Aboriginal culture and heritage. The concept of reconciliation was raised at assembly and the importance of the apology discussed. On significant days in Aboriginal history the Aboriginal flag is flown and students are informed about these events by staff. Individual faculties such as English, History, Visual Arts and Food Technology have developed activities that focus on indigenous culture.



Multicultural and anti-racism education

In 2017 the LBOTE (language background other than English) population of the school was significant. The vast majority of students come from homes where a language other than English is regularly spoken. The school is keenly aware of the need to support students from such backgrounds. Enrichment classes are offered to students to assist them to develop their language skills. Participation in activities such as the Premier's Reading Challenge, the English Competition and various writing competitions is actively encouraged.

Students are encouraged to celebrate the multicultural diversity of our school. We have students coming from over 50 language backgrounds. It is important to celebrate the harmony and tolerance we enjoy in this environment. Various activities are held including the Acceptance Week with talks about acceptance regardless of race, sexuality or ability and features multicultural food stalls. The dance groups performed in the Sydney West Dance Festival. Recognition assemblies for individual year groups also provide an avenue for students to perform items reflecting their cultural background. The school's P & C again led a successful and increasingly diverse Multicultural Food Fair in 2017.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development

Jeanne Bathgate Principal

Christopher Buchli Careers Adviser

Megan Clarke Deputy Principal

Monica Craft Head Teacher Social Sciences

Rita Daher Head Teacher Welfare (Relieving)

Lisa Greenlees Head Teacher Teaching and Learning

Bridget Hann & Zara Khan SRC Coordinators

Wayne Humphreys Deputy Principal

Lance Hopper Head Teacher Visual Arts/Music/LBOTE

Marijan Maricic Head Teacher Technology

Manisha Nagaratnam BHHS SRC

Brett McDonell Head Teacher PDHPE

Shiran Rajaratnam P & C President

Jason Ribbans Head Teacher Mathematics

Ian Scollay Head Teacher Science

Nigel Simmons Head Teacher Curriculum

Keely Simpson Head Teacher Support

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